THE NEGRO COLLEGE QUARTERLY

Vol. II March, 1944 No. 1

THE NEGRO COLLEGE QUARTERLY *is published in March, June, September, and December. The main purpose of this* QUARTERLY *is to offer opportunity to all persons interested in education to share such of their mature philosophy and research as may prove to be of value in the solution of the problems of higher education for Negroes. The editors of this* QUARTERLY *solicit contributions from all its readers.*

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Colleges Must Have Sense of Mission

Two criticisms of our colleges of liberal arts appear to be eminently fair. The first is that the curriculum frequently does not show careful planning but is the result of unsupervised growth where "courses" and "departments" have been added without reference to their contribution to the life of the total organism. The second is that in their attempt, praiseworthy in itself, to cultivate a judicious and reflective attitude the colleges have tolerated an undue amount of leisureliness in student life.

—President Julius Seelye Bixler, *in a report to Trustees, Colby College*

Education a Basis for Cultural Growth

I like to think of a university as a city of refuge, an institution whsoe chief objective is the continuance of the humane and liberal tradition, a laboratory where experiments are conducted, where ideas in regard to social and political change, some of which are distasteful to a majority of the community, are freely discussed and dissected. Hence, I believe that the prime task of a university is not to impart knowledge, but rather to afford the student a solid basis for later intellectual and cultural growth.

—Garner Anthony, *in Commencement Address at the University of Hawaii*

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Editorials

The Role of the Negro College in the Post-War World

Realizing that it is high time the Negro colleges begin their thinking and planning for the post-war world, the editorial board of the *Negro College Quarterly* feels that it might stimulate such thinking and planning and probably lead to some crystallization if it devotes a special issue to this question. Consequently, the next issue of the *Quarterly* will be devoted to a symposium on "The Role of the Negro College in the Post-War World." A complete outline of this symposium will be found on the inside back cover facing page 32.

We are hopeful that our efforts will bear fruit in the form of planning boards comprised of presidents, deans, and instructors of the several types of colleges, and that actual changes in light of new goals will be effected in the post-war world.

— M. E. D.

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What the Negro Colleges Are Doing

In the interest of increasing the value of the *Negro College Quarterly* to the clientele that it seeks to serve, we are planning a new feature for our magazine in which we will report significant educational activities initiated by Negro colleges. These activities might well include innovations or successful practices

of organizational, administrative, and instructional character. Particularly suggestive would be reports indicating the improvement and extension of college and community relationships, and programs by which colleges have met and solved specific problems incident to their maintenance and progress. In this period of war-time stress, all colleges, and especially Negro colleges, have been faced with necessary adjustments to impinging conditions. Many of these changes will become permanent features of the post-war college. It will, therefore, be interesting and valuable to know what innovations have been found of such worth as to warrant incorporation as permanent features into the college program.

This new feature will be incorporated with the September, 1944, issue. We solicit the interest and cooperation of all Negro colleges. Please send all contributions to "What the Negro Colleges Are Doing," in care of the *Negro College Quarterly,* Wilberforce, Ohio.

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An Appreciation

In this period of social revolution that is encompassing the world, color and class are active allies of the forces that would defeat the progress and final triumph of democracy as a way of life. Particularly and specifically is this true in that old stronghold of racial prejudice and discrimination, our own Southland.

That the editors of the *South Today,* Lillian Smith and Paula Snelling, should risk social ostracism within their group—perhaps even life itself—to champion the cause of freedom in reality for the Negro group, is worthy of commendation and appreciation. These two woman crusaders are lifting their voices in denunciation of the injustices that are consistently heaped upon the Negro people within the democracy that should stand

(*Continued on page* 32)

The Character and Extent of Civic Knowledge Possessed by West Virginia State College Students*

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INTRODUCTION AND PROBLEM

ONE OF THE MAJOR and continuing responsibilities of American public education, from the nursery school through the graduate school, is the training of youth for citizenship in a democracy. This means, of course, that citizenship as it relates to the Negro can never be fully realized until there is intelligent concern and intelligent leadership eminating from Negro schools.

A few years ago, a national conference on fundamental problems in the education of Negroes was called by the Secretary of Interior, the Honorable Harold L. Ickes.[1] The conference proposed citizenship as one of the ultimate objectives and ideals. It stated that Negroes should have full participation in all phases of American life in accordance with the highest ideals and practice of good citizenship. The following statement of principles of good citizenship was issued:

> A good citizen should not only discharge his personal responsibiity to society through loyalty to the government, obedience to law and payment of taxes, but also should participate effectively in the cultural life surrounding him through such activities as public welfare and educational agencies. In turn, he should be guaranteed an equal opportunity to enjoy life, liberty and the pursuit of happiness.
>
> Improvement of the Negro's home life, vocation, health, recreation and character depend heavily on improvement of his citizenship status.

If Negro educators are to achieve the objective of citizenship on all educational levels—specifically on the college level—then they must see

*Parts of this study were made possible by a fellowship grant from the General Education Board.

[1]The National Conference on Fundamental Problems in the Education of Negroes met in Washington, D.C., May 9 to 12, 1934. Procedures of the conference may be secured by writing the U.S. Department of Interior, Washington, D.C.

that students acquire a reasonably clear conception of modern problems of democracy, problems which as citizens they will soon be called upon to solve. The drastic character of the social and economic revolution through which we are passing has enormously emphasized this great need.

The first step in such a program, it seeems to the writer, would be to make a complete inventory of students' present civic ideals and knowledge, or, in other words, to determine the character and extent of civic knowledge possessed by students. The determination of such knowledge possessed by the West Virginia State College students was the chief inspiration for the study here reported.

Tests and Procedure

This inventory was conducted through the use of Hill's tests on Civic Attitudes and Civic Information.[2] They test the student's knowledge of common civic relations and responsibilities, including those of the school and the home. Neither test would be complete alone in a measure of this kind, for each reveals a different type of information which the individual must have before he can be of the greatest use to society. Both tests have twenty exercises, each exercise having four statements from which the correct statement is chosen. The score for each test is the number of exercises answered correctly; therefore, the highest possible score is 20.

The following is the trial exercise for the Information test. The pupil is directed to place a cross mark (X) before the part which makes the best answer:

The most important public officer in the state is:

a. The Attorney General
b. The Lieutenant Governor
X c. The Governor
d. The State Treasurer

The Attitude test is similarly organized. Situations from real life are presented. The sample exercise is:

While walking home from school, you approach a timid, elderly woman waiting to cross the street. A large number of automobiles are passing. You should:

a. Ignore her and go about your business
b. Call a policeman to help her across the street
c. Look the other way and pretend not to seee her
X d. Offer to assist her across the street

The best answer from each group of responses is the one which places the welfare of others above personal advantages and thus is of the greatest advantage to the community.

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[2]Published by the Public School Publishing Co., Bloomington, Illinois.

These tests were distributed among the students assembled for a special convocation on March 19, 1938, and were filled out by approximately 345 of them. The classification of the students who took the tests, according to class, is given in Table I.

TABLE I

CLASSIFICATION OF WEST VIRGINIA STATE COLLEGE STUDENTS WHO TOOK HILL'S TESTS ON CIVIC ATTITUDES AND CIVIC INFORMATION, ACCORDING TO CLASS

	Test in Civic Attitudes			Test in Civic Information		
Class	Male	Female	Both Sexes	Male	Female	Both Sexes
Freshmen	55	59	114	49	57	106
Sophomores	39	44	83	33	44	77
Juniors	33	38	71	34	31	65
Seniors	37	38	75	36	34	70
Total	164	179	343	152	166	318

Results from the American Council Psychological Examination also form a part of the data presented in this study.

RESULTS

Table II shows the median scores made on the Hill tests. The scores for the test in Civic Attitudes are higher in all groups than for the test in Civic Information. The male and female have about the same median scores in the Attitude test, but the former shows a slight superiority in the Information test.

It is interesting to compare the median scores made by our college group with reports from more than fifty thousand tests.[3] The nation-wide medians for twelfth grade pupils on the Attitude test were as follows: 17.5 for boys and 17.4 for girls. These medians are higher than those of our college students—16.72 for males and 16.96 for females. The nearest national grade medians that approach ours are those for eleventh grade pupils which are 16.8 for boys and 17.1 for girls.

[3] *Report of the Third Annual Nation-Wide Testing Survey; Projects in Civics, Arithmetic, Letter Writing*, 1926-27, p. 3, Public School Publishing Company, Bloomington, Illinois.

TABLE II

MEDIAN SCORES MADE ON HILL'S CIVIC ATTITUDES AND CIVIC INFORMATION BY WEST VIRGINIA STATE COLLEGE STUDENTS, BY SEX

	Test in Civic Attitudes			Test in Civic Information		
Score	Male	Female	Both Sexes	Male	Female	Both Sexes
20	2	8	10	—	1	1
18--19	41	50	91	30	20	50
16--17	59	61	120	43	35	78
14--15	33	47	80	39	55	94
12--13	19	10	29	30	30	60
10--11	5	2	7	9	17	26
8-- 9	1	1	2	—	6	6
6-- 7	2	—	2	1	1	2
4-- 5	2	—	2	—	1	1
No. of Cases	164	179	343	152	166	318
Median	16.72	16.96	16.82	15.84	14.10	15.36
S. D.	2.70	2.06	2.51	2.26	2.32	2.53
Range	16	11	16	12	15	15

The situation is somewhat different on the Information test. The national median for twelfth grade boys (15.7) is about the same as that for our male group (15.8), but the college girls with a median of 14.10 approach eleventh grade norms of 13.7.

In Table III we have worked out the median scores made by students of different classification. The increasing scores from class to class, apparent in all but one of the medians—sophomores on the Attitude test (the largest of the group)—indicate a growth in civic ideals and knowledge. Then, too, there is a positive correlation between intelligence-test scores and the scores made on the tests in Civic Attitudes and Information: the correlations were .23 and .30, respectively. Stabler[4] found a correlation of .28 and .26 between intelligence quotients and the scores made on the same tests in a study of 120 ninth-grade pupils in the junior high school at

[4]Dewey A. Stabler, "The Relation Between the Civic Information Possessed by Ninth-Grade Pupils and Their Practice in Citizenship," *School Review*, 37: 702, November, 1929.

South Haven, Michigan. Fowler[5] reports "a positive correlation" between intelligence quotients and the scores made by his sixty tenth-grade pupils in Lake View High School, Chicago, on the test in Civic Attitudes, and L. L. Everly,[6] in using the same test in the schools of St. Paul, found no reliable relation between intelligent quotient and the pupil's ability to make high scores on the test.

TABLE III

MEDIAN SCORES MADE ON HILL'S CIVIC ATTITUDES AND CIVIC INFORMATION BY WEST VIRGINIA STATE COLLEGE STUDENTS, BY CLASS

	Test in Civic Attitudes				Test in Civic Information			
Score	Fresh.	Soph.	Jr.	Sr.	Fresh.	Soph.	Jr.	Sr.
20	3	3	2	2	—	—	—	1
18--19	20	29	29	18	6	7	15	20
16--17	40	26	20	29	24	23	18	16
14--15	30	13	13	17	31	20	21	22
12 -13	13	10	6	5	29	18	8	8
10--11	4	1	1	2	11	8	2	3
8-- 9	2	—	—	—	4	1	—	1
6-- 7	2	1	—	—	1	—	—	1
4-- 5	—	—	—	2	—	—	1	—
No. of Cases	114	83	71	75	106	77	65	70
Median	16.30	17.26	17.04	17.05	14.80	15.14	16	16.1
S. D.	2.62	2.10	2.10	2.50	1.67	2.28	2.64	2.20
Range	14	13	10	16	12	10	14	14

Table IV shows the exercises in the Attitude test arranged in the order in which they were most frequently missed by the students and aids in analyzing the character and extent of their civic knowledge. Exercises 17, 1, 14, 16, 12, 7, and 8 were missed by the greatest number of students. An examination of a number of the exercises is revealing.

Exercise 17 deals with responsibility to fellow-students and neighbors. Sixty-eight of the students who missed it marked response *a*, according to which one's responsibility is "to do nothing to them that I would not want them to do to me." The response is obviously narrow in its scope. The other ninety-three errors were divided between "to treat them with politeness at all times and in all places" (56) and "to do them no harm or injury if I can conveniently avoid it"(37). In this exercise the correct

[5]O. F. Fowler, "The Civic Attitudes of High School Sophomores," *School Review*, 36:36, January, 1928.

[6]As reported in the Nation-Wide Survey, *op. cit.*, p. 4.

TABLE IV

EXERCISES IN THE TEST IN CIVIC ATTITUDES ARRANGED IN THE ORDER IN WHICH THEY WERE MOST FREQUENTLY MISSED BY 343 WEST VIRGINIA STATE COLLEGE STUDENTS

Ques. No.	Exercises	Times Missed	Rank
17	My responsibility to fellow students and neighbors is:	161	1
1	In using public property, the good citizen should:	150	2
14	In case he knows of a serious offense against the rules of the school or laws of country, the good citizen should:	124	3
16	A truthful and honest person is one who:	109	4
12	The ideal pupil does his work well in order to:	106	5
7	The best way to employ leisure time is:	93	6
8	The best citizen is one who:	87	7
15	The highest type of courtesy is:	76	8
6	An able bodied, shabbily dressed young man appears at your door and asks for money. In this case:	72	9
11	The way I can get the most out of school is:	72	10
9	We should obey the laws in order to:	63	11
13	The chief value of an education is that it enables one to: ..	56	12
4	While driving on the boulevard in a new car, bearing no license number, you speed up to 50 m. per hr. You see a motor police following you. In this case:	45	13
20	Your parents give you an allowance of $2.00 per wk. The best use to make of the money is:	44	14
19	You are buying a tennis racket. The price of the racket is $7.50. You hand the clerk a $10.00 bill and he gives you $4.50 in change. In this case you should:	37	15
2	You are playing ball with two friends. When you are at bat you knock the ball through a window. In this case:	31	16
18	While walking in the park you see some small children picking flowers. In this case you should:	28	17
5	While walking in the park you notice a boy lying on the street; he has been seriously injured by an automobile. In this case:	27	18
10	An ideal home is one in which:	17	19
3	A child runs in front of your car when you are driving 35 miles per hr. Your brakes do not hold. You injure the child. In this case:	15	20

response is *c*, "to act toward them as I would have them act toward me." The distinction between responses *a* and *c* is fine and call for good judgment which, apparently, many did not have.

Of the one-hundred and fifty students who missed Exercise 1, which deals with use of public property, one chose as the best, "handle it carelessly because he does not own it," one-hundred and forty one favored the

answer, "take as good care of it as if it were his own," and eight selected "use it so as to get the greatest amount of fun and enjoyment out of it." In this exercise the correct answer is to "take better care of it than if he owned it because it belongs to others." Lack of a clear distinction between public and private property and carelessness seems to account for the errors here.

Exercise 14 ranks third in the number of errors. One hundred and twenty-four students failed in this exercise. It deals with proper conduct in case of knowledge of a *serious* offense against the rules of the school or the laws of the country. Thirty-five students would "scold the person who committed the offense," twenty-six would "keep still and not become a tale bearer," and sixty-three would "say nothing but report the second offense." The correct thing to do, of course, would be to "report the offense to the proper authorities." The general tendency of our students to devise ways and means to "beat" the faculty and administration may contribute to the cause of the errors in this exercise.

Exercise 16 deals with the essentials of a truthful or honest person. Fifty-nine of the students who missed it marked response *d*, according to which a truthful person is one who "never says anything which will cause difficulty or trouble." The response is manifestly irrelevant to honesty and truthfulness, and the errors may be interpreted as due to a faulty conception of honesty. The other errors on exercise 16 were divided between "never lie when asked a direct question" (26), and "never take the property of another" (24). The last two responses taken together are included in the correct definition of an honest person—"never intentionally misleads or deceives another person." Faulty judgment seems to account for the errors here.

Of the one-hundred and six students who missed exercise 12, which deals with the ideal pupil, eighty chose as the best response to "develop his own capacities so that he may enjoy life to the fullest extent." The other twenty-six were equally divided between "get as high grades in his school work as he possibly can" and "gain more money in later life because of his ability to do highly paid work."The correct response is "To gain power and ability in order to be of greatest use to the community." Misconception of the aims of education seems to account for the errors here.

Exercise 8 should have been correctly answered by all of the students. Nevertheless, eighty-seven students missed the correct response. This exercise calls for knowledge of the qualities which characterize the "best citizen." Fifty-seven of the students who failed marked as the ideal citizen one who "obeys the laws and ordinances." The correct response is: "Tries to

better the community." Failure to notice that improvement of the community is broader than obedience to laws seems to account for the errors here.

Further examination of Table IV reveals the fact that, with the exception of exercises 1 and 6, the ten exercises which rank first deal with concepts which require judgment and opinion in general situations. The ten exercises which rank last deal, for the most part, with concrete situations that call for definite action and are, therefore, more familiar to students than is the general type. The experiences which students encounter in everyday life form a basis for dealing with the last ten exercises, while the knowledge used in dealing with the first ten exercises must be gained almost entirely through reading or classroom work.

It is perhaps of interest to note that our group of college students missed most frequently practically the same exercises as were missed by Fowler's 60 tenth-grade pupils and Stabler's 120 ninth-grade pupils. Fowler[7] found that exercises 16, 17, 7, 14, and 8 were missed most frequently by the pupils in the order given, and Stabler[8] found exercises 16, 7, 8, 17, and 1. The study here reported shows that Exercises 17, 1, 14, 16 and 12 were missed by the greatest number of students.

Exercise 12 ranks fifth in this study, ninth in Fowler's study, and sixth in Stabler's study. Exercise 1 ranks second in this study, while Fowler got a rank of seven and Stabler twelve. Exercises 7 and 8 rank six and seven, respectively, in this study, while in Fowler's they ranked three and five, and in Stabler's two and three.

Fowler found that exercises 4, 10, and 19 were not missed by any of the pupils; Stabler found that they were missed by only two pupils, seven pupils, and one pupil, respectively. In this study these exercises were missed by forty-five, seventeen, and thirty-seven students, respectively.

We now turn to the results of the Civic Information test. These data are presented in Table V. With the exception of exercises 7, 20, and 19, the fourteen exercises which rank first in order of difficulty are economic and social in nature. The reason for this difficulty is undoubtedly the fact that most of the students had not studied economics in high school nor pursued it in college (economics is an elective in most curricula chosen by West Virginia State College students) and the terms were therefore remote from their everyday lives. The fourteen exercises are followed in rank by one exercise which deals with national affairs and five which relate to local topics.

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[7] *Op. cit.*, p. 31.

[8] *Op. cit.*, p. 702.

The results of the test in Civic Information as shown in Table V differ somewhat from the results obtained by Stabler.[9] He found that exercises 16, 5, 9, 8 and 7 were missed most frequently by the pupils in the order given; the study here reported shows that exercises 9, 8, 7, 20 and 6

TABLE V

EXERCISES IN THE TEST ON CIVIC INFORMATION ARRANGED IN THE ORDER IN WHICH THEY WERE MOST FREQUENTLY MISSED BY 318 WEST VIRGINIA STATE COLLEGE STUDENTS

Ques. No.	Exercises	Times Missed	Rank
9	Socialists believe that:	230	1
8	An excise tax is:	138	2
7	The national laws are made by:	131	3
20	A citizen of the United States is:	119	4
66	City ordinances are made by:	115	5
5	Capital is:	108	6
16	A closed shop is:	93	7
14	An injunction is:	86	8
10	The President of the United States is elected by:	84	9
4	Wealth is:	81	10
2	A corporation is:	53	11
13	A boycott is:	52	12
19	In the United States war is declared by:	34	13
3	The Industrial Revolution was:	24	14
18	The President's Cabinet is:	20	15
12	A labor union is:	15	16
17	A budget is:	15	17
11	A bank is:	8	18
1	Labor is:	7	19
15	The highest official in City Government is:	4	20

were missed by the greatest number of students. Exercises 20 and 6 in this study ranked tenth and fifteenth, respectively, in Stabler's report, while exercises 5 and 16 in his study rank six and seven, respectively, in ours.

SUMMARY AND CONCLUSIONS

By way of summary of the various considerations which have come to light in this study, we may say that a more comprehensive investigation into the civic attitudes and knowledge possessed by Negro college students must await the future. Whether the situation at West Virginia State College is true of Negro colleges in general cannot be determined at present. If such should be discovered, then higher education must do what is being attempted at West Virginia State College; namely, provide

[9] *Op. cit.*, p. 704.

college training aimed directly at the preparation of citizens. The procedure herein used is suggested to other colleges.

With these considerations in mind, we proceed to summarize our data.

1. The median scores for the test in Civic Attitudes were higher than those for the test in Civic Information. The male (16.72) and the female (16.96) had about the same median score in the Attitude test, but the male (15.84) showed a slight superiority (female, 14.10) in the Information test.

2. Comparison of the median scores made by our college group with reports from more than fifty thousand tests showed that the male and female college students reached eleventh grade medians (16.8 for boys and 17.1 for girls) on the Attitude test, and that the median for our male group on the Information test equaled the twelfth grade median (15.8), and the college girls approached the eleventh grade median (13.7).

3. In general, there was an increase in score from class to class which indicates growth in civic ideals and knowledge with years spent in college.

4. The correlations between intelligence-test scores and scores made on the tests in Civic Attitudes and Civic Information were .23 and .30 respectively.

5. The results of the Attitude test show that the students used the best reasoning in dealing with the exercises which contain concrete situations calling for definite action and the poorest reasoning in dealing with the exercises calling for judgment and opinion that could not be based on any of their past experiences. To illustrate, all but fifteen of the students tested knew exactly what to do if they were to injure a child while driving a car, one hundred and sixty-one of them did not seem to know their responsibility to fellow students and neighbor.

6. The results of the Information test show that the students possessed the greatest amount of knowledge concerning topics which deal with local affairs or matters within the range of their everyday experiences. For example, all but four of the students tested were able to answer correctly the question as to who is the highest official in the city government. Similarly, they possessed the least knowledge about state or national affairs and technical or economic terms. Only 88 of the 318 students tested were able to give the correct answer to the question regarding the belief of the Socialist.

The Teaching of Economics in the Negro College

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The recent development of opportunities for government employment in the field of economics has brought out the importance of this field of study in colleges and universities throughout the nation. Especially has it inspired an examination of the role of economics in the Negro college. The field of economics has been for some time of great importance in American colleges and universities as a whole; what of economics in the Negro college?

No Negro college can long afford to emphasize subjects of no value for the student's future in earning a living. Some colleges, ignoring this principle as it applies to economics, have failed to demonstrate to the student the practical value of economics. In such institutions, the student considers economic theory as little more than mental gymnastics, mastered for the sole purpose of feeling oneself above the common herd of realists. This has reflected itself not only in the mental sterility of those possessing such an attitude, but in the unpopularity of the department of economics among those pragmatists who see the necessity of learning something which will help in earning one's living.

The restriction of the Negro's participation in matters of economic endeavor makes it more necessary that the Negro college present an effective curriculum in economics than would otherwise be the case. The Negro student needs not only the thorough grounding in sound economic theory which is given to his white colleagues; he must be equipped with tools to fight his way through a hostile world. He must be led to understand

the very practical connection between his economic studies and the world of earning a living; he must see, in no uncertain fashion, that the law of demand and supply has a very real contribution to make in determining where and when to establish price ceilings, ration goods, or regulate production; and that the principles of insurance can help him decide what type of policy to buy.

How is this to be accomplished? It is obvious that it will involve more than taking in succession the chapters of our standard texts for classroom discussion. It is equally obvious that if the above aim is to be accomplished, the Negro student must master *more,* not less, than is normally taught in college economics. This is not as great a problem as it appears, since, paradoxically, learning more will make it easier for him to learn. This means simply that bringing in actual connections between the theory and the practice of the outside economic world will make it easier for the student to grasp the theory, as well as maintain his interest at a sufficiently high pitch so that he will be more anxious to learn.

What does this imply? Simply that economics is no longer to be the "dismal science," nor need it be dry and confusing. The student must be shown this at once, which means that the introductory course or courses must be well taught. Indeed, they should be better taught than any others, for the double reason that they reach more students and the introductory course shapes the student's ideas concerning economics. Such a course should be interesting, practical, and instructive. It should be flexible: new topics of current interest should be included from time to time; thus the course content might well vary somewhat from year to year.

Because of this, the best teachers available would be engaged to teach introductory economics, instead of the too-often-made error of putting the least capable teacher in the more elementary courses. An ideal teacher for this position is one with a

thorough knowledge of his subject, so that he is not tied to a single narrow point of view on any part of it. He should have a personality which enables him to present his material in an attractive manner, instead of reading to the class from notes or text. He should be lucid in his explanations. Finally, he should have such broad experience in his field that few subjects could come up without some reference to actual events along that line with which he had acquaintance. How much better it would be if, instead of talking of collective bargaining in the abstract, he could describe the relationship between the Pullman Company and the Brotherhood of Sleeping Car Porters! Details of this sort never becloud an issue—they serve to clarify it instead.

It stands to reason that such ideal teachers are not ready and waiting in every college. This does not mean that the improvement of the offerings in economics must be postponed indefinitely. Our colleges have a stake in the development of individual faculty members as well as of the faculty as a whole. Thus, it would seem to be a simple matter for the college to obtain a teacher of the proper *potentialities* and cooperate with him in bringing about his development. Given a person of satisfactory knowledge and personality, the college could encourage him to make broadening contacts in the world of business, with unions, cooperatives, industry, and with all other types of economic institutions. Add to this his development in becoming better acquainted with other social sciences: political science, sociology, law, history, and the like. All these should be closely integrated in the introductory economics course, which should not be set entirely apart. An alert and cooperative individual could improve his effectiveness in teaching several hundred per cent.

This development of the teacher should not be restricted to the teacher of introductory economics, of course. In many small colleges, there is only one teacher of economics, and he will serve for advanced courses as well. Where there are more teachers, and always where there are advanced courses, there should be a

reexamination of both procedure and subject matter to bring these courses up to the level of interest and quality of the introductory course.

When the economics courses are perfected, there will remain the task of getting them before the students. This can be done in either or both of two ways: first, the students may be depended on to spread the word that economics is a good course, or, second, clever advising may steer in those students who need the course but feel no particular interest in taking it. There is little doubt that the enrollments in these courses will increase as the technique of teaching improves.

There has been some discussion over the requirement of a course in economics, at least for all majors in the social sciences. This is a sound proposal, certainly from the standpoint that all social scientists should be acquainted with all social sciences; but there is a further reason for it from the point of view of the Negro student. The necessity of earning a living and of dealing constantly with the material aspects of the world make every Negro student stand to benefit from an intelligent understanding of economic matters. This does not mean that the formal textbook economics courses, as they now stand in some colleges, go as far as they should on the way to real usefulness. When living, practical courses are developed, however, they should prove so satisfactory themselves as to preclude any argument against their inclusion as required courses.

This, then, is the goal toward which economics in the Negro college should work: interesting, living, realistic, practical teaching of subject matter both formal and of current interest; a flexible curriculum to admit new material to courses, and new courses to the curriculum; an introductory course in economics so valuable that it should be required of all social science majors and perhaps of all liberal arts students; finally, the best teachers that ability, time, and college-teacher cooperation can develop.

Children's Literature in 1943 Dealing with Negro Life

Charlemae Rollins
Public Library; 4801 Michigan Avenue, Chicago, Illinois

Each year for the past ten years, there have been a few outstanding books on the Negro published for children. These, for the most part, have followed two definite patterns: they were either about Negro children alone, or, if they were about both Negro and white children, the Negroes were the children of the servants or other menials, and were usually included to give the humorous touch to the story. Rarely were the white and Negro characters ever presented as equals.

In 1943, no children's books on the Negro were published as such, but there were a few books presenting Negroes as integral parts of American life.

It is always important to have books written showing all phases of Negro life in order that all young people may get a well-rounded picture of the Negro. It is also important that these young people become accustomed to the Negro, not as a separate unit of America, but as a real part of the whole pattern.

An outstanding example of such a book is Robert Lawson's *Watchwords of Liberty*,[1] a pageant of quotations from the sayings of all the great men of American history. Beginning with William Bradford's remark at the time the Mayflower set sail, "So they committed themselves to the will of God and resolved to proseed," this book includes important sayings of such men as Paine, Washington, Lincoln, Franklin D. Roosevelt, and Booker T. Washington. The quotation chosen from Booker T. Washington may not be his most important words. Perhaps, we

[1]Robert Lawson, *Watchwords of Liberty*, Boston: Little, Brown and Co., 1943, pp. 115, $2.00.

as Negroes may not have chosen this particular one as being most representative, but Robert Lawson and his publishers are aware that Negroes have uttered some very important words during our history and they, in order to make a really democratic book, felt that a Negro should be included. Perhaps, other authors and publishers will become aware of the Negro and in subsequent collections representing American contributions will include other outstanding Negroes. Certainly, the Resolutions adopted by the Free Negroes in 1817 might well be included in some collection of great sayings, or James Weldon Johnson's creed on prejudice, or some of the sayings of Frederick Douglass, Harriet Tubman, and many others. The end papers in this book are very striking. The artist presents a group of American children, and in the front row is a little black boy who is not caricatured or pictured with the usual red lips.

Submarine Sailor[2] by Gregor Felson is a modern story of submarine warfare. One of the minor characters in the story is a Negro member of the crew, not the kind of character usually found in light fiction—naive, superstitious, happy-go-lucky creature—, but a hero who, along with the other members of the crew, risks his life for his country. This book may not be an important literary contribution, but it is valuable for two reasons: first, it will give the young people of other races who read it a very different picture of the Negro as a whole and it will help create a new respect for all Negroes; second, any Negro boy who reads it will be thrilled to find a member of his race presented as a hero.

On the Dark of the Moon[3] by Don Lang is primarily an animal story, but it presents in appealing fashion a little Negro boy's love for two pet raccoons. It shows the 'coon hunters of the

[2]Gregor Felsen, *Submarine Sailor,* New York: E. P. Dutton and Co., 1943, pp. 208, $2,50.

[3]Don Lang, *On the Dark Moon,* New York: Oxford University Press, 1943, pp. 235, $2.00.

South and their enthusiasm for the sport, and any child who loves animals will feel a kinship with Siddy who loved the pets in this story.

Henry Clay[4] by Barbara Mayo is a biography of one of America's greatest men. From the time when as a little boy he befriended a runaway slave, he fought against slavery. Many writers have ignored the great national problems in books for children, but this author has given a true picture of one man's reactions to all the national problems which he faced during the many years he helped to shape the policies of the nation. Lives of other great men and their views on the Negro question presented squarely to American youth (and youth of other countries as well) will do much toward helping them to an intelligent understanding, thus creating more democratic attitudes.

The books on World Friendship include, along with the books of the other countries of the United Nations, some good books on Africa and the children of darker races. *Mocha the Djuka*[5] by Frances Neilsen is a story of a little black boy of the deep Surinam jungle of South America. A little white boy, whose father is an American professor doing research in the jungle, meets Mocha, and they become friends much against the wishes of Mocha's grandfather, who disliked foreigners. Mocha convinces his grandfather that all men can be brothers, and they both prove their loyalty to the Americans.

Katherine Pollock has done a fine job in presenting a wholesomely humorous story of Trinidad in *Sly Mongoose*.[6] This is an excellent story for reading aloud and story telling.

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[4]Barbara Mayo, *Henry Clay,* New York: Farrar and Rhinehart, Inc., 1943, pp. viii-280, $2.00.

[5]Frances Fullerton Neilson, *Mocha, the Djuka,* New York: E. P. Dutton and Co., 1943, pp. 152, $2.00.

[6]Katherine Pollock, *Sly Mongoose,* New York: Charles Scribner's Sons, 1943, pp. 78, $2.00.

Children of North Africa[7] by Louise Stinetorf is a collection of short stories about the native children of Africa, not only the black, but the white children as well. The stories are not told in the usual, condescending, patronizing tone found in so many books dealing with the whites and blacks of Africa.

Illustrations which play such an important role in all children's books are particularly important in children's books on the Negro. Objections most often heard are: "They caricature the children," "The pictures are ugly and exaggerated," "The pictures are not true to Negro child life," "They present only the pickaninnies." These and other similar criticisms, justifiably presented to publishers and illustrators, are now bearing fruit. Producers of children's books were not aware that certain types of books ridiculed Negro children and made them self-conscious and often ashamed of their race. They now seem to be keenly anxious to present only the best in books about all children. It is evident that illustrations in the 1943 books are pointing toward Democracy.

Small Rain[8] illustrated by Elizabeth Orton Jones is perhaps the most appealing of all the picture books for little children in 1943. It is a collection of Bible verses illustrated with a group of children in various activities of childhood. A little black boy is included in the various groups at play. This book will do more to help create a real understanding in the minds of small children than many sermons.

Tell Me About God[9] by Mary Alice Jones is also a Bible book for small children. It answers such questions as, "Where is God?" "Does He love everybody?" and many others which

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[7]Louise A. Stinetorf, *Children of North Africa,* Philadelphia: J. B. Lippincott Co., 1943, pp. 189, $2.00.

[8]Jessie Mae Orton Jones, *Small Rain; Verses from the Bible* (Illustrated), New York: Viking Press, Inc., 1943, pp. 40, $2.00.

[9]Mary Alice Jones, *Tell Me About God,* Chicago: Rand McNally and Co., 1943, pp. 71, $2.00.

small children ask. There is a lovely little black girl in the circle with the white, yellow, brown, and other races which illustrate the words of Jesus, "Suffer the little children . . . ."

These may seem slight indications of progress when considered separately, but when viewed as a part of the whole pattern of children's literature, they are indeed significant.

Our next step now lies in the text book field. American history text-books should include, along with the regrettable incidents of the Reconstruction, some of the contributions of the Negro. It is encouraging to find many of the new anthologies of poetry including Countee Cullen and Langston Hughes along with Dunbar. All of the children's collections of American scientists include Dr. Carver. There is still a need for the inclusion of Benjamin Bannaker, Ernest Just, and others. Since no history of American music is complete without the mention of the Negro's music, no history of American literature should omit Phyllis Wheatley, Braithwaite, DuBois, or some other representative Negro writer.

Now that writers, publishers, editors, and illustrators are aware that a vital phase of Democracy has to do with the Negro and are pointing their books in that direction, parents, teachers, and others are faced with the responsibility of seeing that these books are introduced to the young people. They should be placed on all important lists for those who do not have access to the books. They should be put in all school and library collections and requested from public libraries where these facilities exist. Suggestions from teachers and others should be sent to publishers and editors along with commendations to writers who have the courage to produce books which we are proud to give to youth.

Young people are expected to build this "brave new world" of tomorrow. If it is to be the real Democracy for which we are fighting, it must be built on an intelligent understanding of each other today.

College Notes and News

Joseph H. Reason, *Reference Librarian*
Howard University; Washington, D. C.

Instead of holding a general conference this year, the **Association of Teachers of Languages in Negro Colleges** will hold a series of one-day regional meetings. The sessions will, in most cases, consist of round table and panel discussions and, perhaps, one or two long papers. The general theme is "The Significance of Humanistic Studies in the Modern World," with two phases: (a) "The Humanities and the Present Crisis" and (b) "The Place of the Humanities in the Post-War World."

The regional meeting for Ohio, Kentucky, and Tennessee was held at State A. & I. College in Nashville on February 24.

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Mercer Cook is on leave from his position as teacher of French in **Atlanta University** to serve as supervisor of the English teaching project in Haiti, sponsored by the U. S. Office of Education.

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J. Saunders Redding, professor of English literature and creative writing at **Hampton Institute,** was awarded the Mayflower Cup for 1943. The cup is given annually by the North Carolina Society of Mayflower Descendants for the best book by a resident of the State. Mr. Redding's "No Day of Triumph" won over twenty-nine competitors.

O'Hara Lanier, who has been acting president of Hampton Institute since the resignation of Malcolm MacLean, has been granted a leave of absence beginning February 1 and will study at New York University during the remainder of the year.

L. F. Palmer, for many years principal of the Huntington High School of Newport News, Virginia, and a leader in the salary equalization movement in Virginia, is now assistant director of extension at Hampton Institute.

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Howard Thurman, dean of the chapel at **Howard University** for the past eight years, has been granted leave by the trustees of the University to share in the establishment of an interracial church in

San Francisco. Dr. Thurman, who will go to his new post at the end of the present academic year, will be associated in this project with Dr. Alfred Fisk, professor of philosophy in the College of San Francisco.

Georgianna R. Simpson, professor of German, emerita, Howard University, died recently at her home in Washington, D. C., as the result of gas escaping from a coal furnace. Dr. Simpson, who was one of the first Negro women to earn the doctor of philosophy degree, taught for many years in the public schools of Washington prior to coming to Howard where she taught until she reached the age of retirement.

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Carrie Ramseur, assistant councilor of women at **Johnson C. Smith University,** has been promoted to the position of dean of women.

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James Francis Gregory, professor of English in **Miner Teachers College,** died at his home on Friday, February 11, 1944, after a very brief illness. He had attended classes at the college the day before his death. Professor Gregory held pastorates in Philadelphia, Harrisburg, and in Washington prior to 1916 when he became secretary of war activities for the YMCA. At the close of the war he joined the faculty of Miner.

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According to reports received in January, Fernand E. P. Pecou, former teacher of French at **Morgan State College,** was killed in an airplane accident in North Africa. Mr. Pecou, a native of Martinique and a former graduate student of Howard Univesrity, had taught at Morgan for about a year and a half when France called him to active duty just about one year ago.

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Robert P. Daniel, president of **Shaw University,** has been notified that the Southern Association of Colleges and Secondary Schools changed the rating of Shaw from class "B" to that of a four year college, Class "A." The report stated that this rating was in "recognition of the fine work Shaw University has done and is doing at the present time."

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Buell G. Gallagher, president of **Talladega College** since 1934, has resigned and is now professor of social ethics in the Pacific School of Religion, Berkeley, California.

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At its sixth annual session held at Atlanta University, January 27-28, Alpha Kappa Mu honor society, elected Dean George W. Gore, Jr., **Tennessee A. & I. State College,** as national president. The conference theme was "The Role of the Negro Scholar in the Post-War World." Principal addresses were made by President W. H. Gray, Florida Normal and Industrial Institute; Dean B. R. Brazeal, Morehouse College; Dean I. A. Derbigny, Tuskegee Institute; and President Rufus E. Clement, Atlanta University. Twenty-two colleges hold membership in the society.

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James A. Bayton, formerly a teacher of psychology at **Virginia State College,** is now an associate social science analyst in the bureau of agricultural economics, U. S. Department of Agriculture.

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West Virginia State College has granted a leave of absence to **James C. Evans,** director of trade and technical education, to become assistant civilian aide to the Secretary of War. Mr. Evans, who has worked with the War Production Board and the War Manpower Commission, will work in the educational training program of the War Department.

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Current Articles in Education

Lucille S. Baker, *Instructor in Education*
Spelman College; Atlanta, Georgia

General Education

With a view to post-war planning in higher education the thesis of "Some Changes in the College of Tomorrow[1] as presented by the executive director emeritus of the Association of American Colleges is that the most important function of American colleges is to aid in improving the general welfare. To this end Kelly sets up objectives which coalesce among the fields of higher mathematics, higher politics, higher geography, higher arts, and the higher discipline. In his opinion, mutual understanding, the chief objective, can be promoted among the cultures of the world through knowledge, skills, and especially the artistic and spiritual expression of peoples. The author makes a plea for stiffer morality in the home and school so that self-discipline can eventually be developed in college students. In order that colleges may overcome their complacency he advocates that "only those willing to serve on hard conditions as good soldiers should be called to administrative and teaching positions."

During the war it has been revealed to C. S. Yoakum[2] that the educational program of American colleges has been essentially sound in that students and graduates have adapted themselves efficiently to the technical and other demands of the armed forces and war industries. But a catalog of some of this educa-

[1]"Some Changes in the College of Tomorrow," by Robert Lincoln Kelly, *Association of American Colleges Bulletein,* 29:412-424, December, 1943.

[2]"Higher Education in War," by C. S. Yoakum, *The Journal of Higher Education,* 15:35-38, January, 1944.

tor's observations shows that discipline and balance have been lacking, thus making the pre-war college program as one-sided as the campus training program of armed forces appears. He points out that the post-war program for colleges should, therefore, include: (1) student participation to a greater degree than just teaching students; (2) sequences and pre-requisites from other fields stressed in languages, humanities, and social sciences with less departmentalization and more educational appraisal of objectives in other fields; and (3) development of a minimum of skill in all the great branches of science and art rather than specialized courses. Finally, Yoakum predicts that "more remote aims than course marks and summed credits will motivate the students and the teacher." Such aims are cited as mastery and finished workmanship to the level of the ability of each student.

The post-war educational program can overcome some of the deficiencies revealed in higher education if provision is made for individuals to educate themselves as adults, according to Mortimer J. Adler.[3] Rather than fill young minds with miscellaneous information or with imitations of life as it is lived outside of the classroom, Adler would develop skills of learning which would persist through the emotional distractions of youth and enable them to complete the process of educating themselves in adulthood.

Negro Education

The support of Dr. Alvin Johnson[4] of the often expressed point of view that race prejudice underlies the current war is worthy of special attention as he is the director of the New School of Social Research, the founder of the "University of Exile," and a member of the New York State Commission investigating race discrimination in employment. Dr. Johnson traces the phenome-

[3]"What Every Schoolboy Doesn't Know," by Mortimer J. Adler, *Coronet*, 15:87-91, January, 1944.

[4]"Race in the World to Come," by Dr. Alvin Johnson, *The Yale Review*, 33:1-5, Winter Quarterly, 1944.

non of race prejudice and finds it to be of recent development. "Its origin was greed, slavered over with higher religious and moral motives, later replaced by the pseudo-scientific doctrine of the hierarchy of the races." He recognizes that the problems of Negroes are becoming increasingly acute, then passes on to the larger problem of solutions. Emphasizing that time alone cannot solve most of the problems, Dr. Johnson indicates practicable ways of abating race prejudice. These are reinforced by his ominous conclusion that "there will be no lasting peace unless we can shake off the loathsome disease of race prejudice."

That the needs of Negro children are greater than those of other children suffering while the war is waged for their welfare is the emphasis of Dr. Ambrose Caliver.[5] The war has affected the agencies that supply needs—the home, school, community, and church—; and consequently the facilities of these agencies which determine the capacity of Negro children to fulfill adult roles in the reconstruction of the social order have been impaired. A detailed description of the effects of discrimination upon the home and school convinces the reader that "Negro children should not continue to be handicapped through inferior achievement as a result of educational deficiencies" which make for such maladjustments as lack of self-direction and the sense of belonging, feelings of frustration, warped personalities, etc. Indifference to discrimination not only hinders the war effort but also weakens the possibilities of a lasting peace in the opinion of the special adviser of Negro education in the United States Office of Education.

Rich with implications for the education of Negroes, particularly in the North, is a group of papers making up the special issue of *The Journal of Educational Sociology* entitled "The Negro in the North During Wartime"[6] and edited by Dr. L. D.

[5]"The Negro Child in the World Chaos," by Ambrose Caliver, *The Journal of Educational Sociology,* 17:230-235, December, 1943.

[6]"The Negro in the North During Wartime," *The Journal of Educational Sociology,* 17: Special Issue, January, 1944.

Reddick. It is said to be the first consideration of the relations which obtain in this region between the races. Although facts dominate these studies, the one dealing with the "Profile of Detroit" relates the recent conflict there to the character of the city and its industries. In the "Profile of Chicago" the steps by which Negroes can be integrated into a larger community are seet forth along with specific suggestions for post-war planning.

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Book Reviews

THREE BOOKS ON THE NEGRO IN AMERICAN HISTORY

The Negro, Too, in American History. By Merl R. Eppse. Nashville: National Publication Company, 1943. Pp. 591. $3.00.

A Guide to the Study of the Negro in American History. By Merl R. Eppse. Nashville: National Publication Company, 1943. Pp. 181. $2.00.

An Elementary History of America. By Merl R. Eppse and A. P. Foster. Nashville: National Publication Company, 1943. Pp. 350. $2.00.

In the midst of total war it is of prime importance that the life and history of a significant minority should be properly interpreted in relation to its role in American history. It was with full recognition of the need for telling the story of the Negro in America as a part of the national history that Professor Eppse first wrote the study guide in 1937 and the two text books in 1938.

Now that five years of epoch-making events have passed, these three volumes have been revised, amplified, and brought up to date. There have been added sections on the Negro in the United States from 1938 to 1943 which survey what has happened and how it has affected 13,000,000 Negroes. Comparative statistics are given with respect to the Negro in American social, economic, cultural, and political life. There are brief sections on what the Negro fights for, and the Negro and World War II.

The Negro, Too, in American History is primarily a college textbook and was originally developed in Professor Eppse's classes at Tennesee A. & I. State College where he serves as Chairman of the Division of Social Studies and Professor of History. The study guide is planned to accompany this text but could be used independently if the reader makes good use of the bibliography at the close of each unit.

Mr. A. P. Foster, Secretary of the Tennessee Historical Society, is co-author with Professor Eppse in writing *An Elementary History of America.* This volume is written as a textbook on American history for use in elementary grades but differs from the usual pattern of such books in that it includes the contributions of Negroes. For example, the story of life in the original thirteen colonies includes references to Negro slaves and their education. The treatment is complete enough to give even mature readers an introduction to a more inclusive version of American history.

Tennessee A. & I. State College GEORGE W. GORE, JR.

Strange Fruit. By Lillian Smith. New York: Reynal and Hitchcock, 1944. Pp. 371. $2.75.

This first novel, by one of the editors of *South Today,* has both sociological and literary merit. Miss Lillian Smith has chosen to build her story around the love of a Negro girl for a white man. There is all of the tragedy, frustration, and drama one would expect from such a situation, and the story is told in a manner to sustain interest to the end.

The scene is laid in a small town in the deep South. The social mores which control relationships between Negroes and whites in this section are sharply etched against a backdrop of religion and sex.

After reading the novel, one wonders whether education is after all the answer to the Negro problem. Nonnie Anderson and her sister Bess are college graduates; yet they work in the kitchens of the whites and do nothing to help improve the lot of the race. Sam, the Negro doctor, compromises, accepts, and appeases in order to get along with the white people. The one time he does speak out his mind, he is not able to back up his convictions. When an opportunity comes he reflects that "Manhood's for powerful folks, you [the Negro] can't afford it." Sam's failure to act in an effort to prevent the lynching of a man whom he knew to be innocent is, perhaps, the one weak spot in the novel!

Strange Fruit reflects the author's courageous attack on the race problem and her understanding of her people and the South. It bespeaks her ability as a novelist and we eagerly await the sequel.

Wilberforce University MOLLIE E. DUNLAP

(*Continued from page* 4)

as a beacon light for the nations of the world. Their fearless assaults against rank racialism are heartening to all who are the victims of demagoguery.

The *Negro College Quarterly* wishes to express deep appreciation to these courageous women and bid them godspeed in a cause that must prevail.

—A. O'H. W.